



Hemington Primary School
Music Long Term Plan

Yearly EYFS	
<p>Terms 1/2</p> <p>Songs: <i>I've Got a Grumpy Face</i> <i>The Sorcerer's Apprentice</i> <i>Witch, Witch</i> <i>Row, Row, Row Your Boat</i></p>	<p>Communication and Language Listen attentively and respond to what they hear with relevant questions, comments and actions. Participate in small group, class and one to one discussions using own ideas with recently introduced vocabulary.</p> <p>PSED Give focused attention to what the teacher has said. Respond and following instructions. Work and play cooperatively taking turns.</p> <p>Physical Development Negotiate space and obstacles safely. Use a range of small tools (instrument beaters).</p> <p>Literacy Use and understand recently introduced vocabulary.</p> <p>Maths Number songs and number rhymes.</p> <p>Understand of the World Listen to and learn songs from a range of cultures.</p> <p>Expressive Arts and Design Perform songs, rhymes, poems and stories with others. Try to move in time with music.</p>
<p>Terms 3/4</p> <p>Songs: <i>Bird Spotting: Cuckoo Polka</i> <i>Shake My Sillies Out</i> <i>Up and Down</i> <i>Five Fine Bumble Bees</i></p>	<p>Communication and Language Listen attentively and respond to what they hear with relevant questions, comments and actions. Participate in small group, class and one to one discussions using own ideas with recently introduced vocabulary.</p> <p>PSED Give focused attention to what the teacher has said. Respond and following instructions. Work and play cooperatively taking turns.</p> <p>Physical Development Negotiate space and obstacles safely. Use a range of small tools (instrument beaters).</p> <p>Literacy Use and understand recently introduced vocabulary.</p> <p>Maths Number songs and number rhymes.</p> <p>Understand of the World Listen to and learn songs from a range of cultures.</p> <p>Expressive Arts and Design Perform songs, rhymes, poems and stories with others. Try to move in time with music.</p>
<p>Terms 5/6</p> <p>Songs: <i>Down There Under the Sea</i> <i>Listen 3</i> <i>Slap Clap Clap</i> <i>Bow, Bow, Bow Belinda</i></p>	<p>SING UP CURRICULUM TO BE UPDATED END OF April 2022 TERM 5 END OF MAY TERM 6</p> <p>Whole School Performance</p>



Hemington School Music Overview 2022-23

Year A	Nightingale Infant Class KS1	Brunel Junior Class KS2
<p>Sing Up Reference</p>	<p>Year One Term 1 - <i>Menu Song, Colonel Hathi's March, Magical Musical Aquarium, The King is in the Castle</i></p>	<p>Year Three Term 1 - <i>I've Been to Harlem, Nao Chariya de/Mingulay Boat Song, Sound Symmetry, Chilled Out Clap Rap</i></p>
<p>Terms 1/2</p>	<p>Singing: Sing simple chants and rhymes together Listening: Listen to recorded performances. Experience live music making Composing: Create simple sound effects and short sequences of sound. Invent, retain and recall rhythm and pitch patterns. Begin to recognise graphic notation. Musicianship: Pulse and Beat Walk, move or clap a steady beat. Use body percussion to play repeated patterns. Respond to the pulse in music Rhythm - Perform word pattern chants. Pitch - Compare high and low sounds, sing familiar songs in low and high voices. Explore percussion sounds to explore storytelling. Follow pictures and symbols to guide singing and playing.</p> <p>Christmas Songs</p>	<p>Singing Sing a wide range of songs of various styles and structures with a pitch range of do/so, tunefully and with expression. Perform forte and piano/loud and soft. Perform actions confidently and in time to a range of action songs. Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Listening Develop knowledge and understanding from music around the world. Listen to recorded performances/experience live music making.</p> <p>Composing: Improvise Become more skilled in improvising. (Voices, tuned and untuned percussion, and instruments). Structure musical ideas to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli and musical sources.</p> <p>Compose: Compose Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (Do, RE, MI). Compose song accompaniments on untuned percussion using known rhymes and note values.</p> <p>Performing: Instrumental Develop facility in playing tuned percussion or a melodic instrument. Play and perform melodies following staff notation using a small range. Individually copy stepwise melodic phrases with accuracy at different speeds. Extend to question and answer phrases.</p> <p>Performing: Reading of notation. Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. Introduce and understand the differences between crotchets and paired quavers. Apply word chants to rhymes understanding how to link each syllable to one musical note.</p>



<p>Sing Up Reference</p>	<p>Year Two Term 2 - <i>Grandma Rap, Orawa, Musical Conversations, Minibeasts</i></p>	<p>Year Four Term 2 - <i>Instruments: The Doot Doot Song, Fanfare for the Common Man, From a Railway Carriage</i></p>
<p>Terms 3/4</p>	<p>Singing: Sing songs regularly with a pitch range of do-so (e.g. C-G) with increasing vocal control. Sing songs with a small pitch range, pitching accurately</p> <p>Listening: Listen to recorded performances. Experience live music making.</p> <p>Composing: Partner work to improvise simple question and answer phrases. Use music technology to capture, change and combine sounds.</p> <p>Musicianship: Pulse and beat - understand the speed of beat can change. Mark the beat of a listening piece by tapping or clapping. Recognise tempo. Walk in time to a beat. Begin to group beats in twos/threes. Rhyme - Play copycat rhymes. Create rhythms using word phrases. Read, respond, create and perform chanted rhythm patterns. Represent them with stick notation. Pitch: Play a range of singing games based on the cuckoo interval (so-mi) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument, or backing track. Sing short phrases independently within a singing game or short song. Respond independently to pitch changes heard in short melodic phrases.</p>	<p>Singing Sing rounds and partner songs in different time signatures (two, three and four times) and begin to sing repertoire with small and large leaps. As well as a simple second part to introduce vocal harmony.</p> <p>Listening Develop knowledge and understanding from music around the world. Listen to recorded performances/experience live music making</p> <p>Composing: Improve Improvise on a limited range of pitches on an instrument. Making use of musical features including smooth (Legato) and detached (staccato). Begin to make compositional decisions about the overall structure of improvisations.</p> <p>Compose: Compose Explore developing knowledge of musical components by composing music to create a specific mood. Introduce major and minor chords. Include instruments played in whole class/group/individual teaching to expand the scope and range of the sound palette available for compositional work. Capture and record creative ideas using any of - graphic symbols, rhythm notation and time signatures, staff notation, technology.</p> <p>Performing: Instrumental Develop facility in the basic skills of a selected musical instrument over a sustained learning period. Perform in two or more arts from simple notation using instruments played in whole class teaching. Identify static and moving parts.</p> <p>Performing: Reading of notation. Introduce and understand the differences between minims, crochets, paired quavers and rests.</p>
<p>Sing Up Reference</p>	<p>Year One Term 3 - <i>Come Dance with Me, Nautilus, Compose 3, As I was Walking Down the Street</i></p>	<p>Year Five Term 3 - <i>Baloo Baleerie, Listen 3, Compose 3, Kis Nay Banaayaa</i></p>
<p>Term 5/6</p>	<p>SING UP CURRICULUM TO BE UPDATED END OF April 2022 TERM 5 END OF MAY TERM 6</p> <p>Whole School Performance</p>	<p>SING UP CURRICULUM TO BE UPDATED END OF April 2022 TERM 5 END OF MAY TERM 6</p> <p>Whole School Performance</p>



Hemington School Music Overview 2023-24

Year B	Nightingale Infant Class KS1	Brunel Junior Class KS2
Sing Up Reference	Year Two Term 1 - <i>Tony Chestnut, Carnival of the Animals, Creepy Castle, Magical Musical Aquarium</i>	Year Four Term 1 - <i>This Little Light of Mine, The Pink Panther Theme, Sound Symmetry, My Fantasy Football Team</i>
Terms 1/2	<p>Singing: Sing songs with a small pitch range, pitching accurately. Know the meaning of dynamics and tempo - follow the leader's direction and visual symbols.</p> <p>Listening: Experience live music making in and out of school. Listened to recorded performances.</p> <p>Composing: Work with a partner to improve simple question and answer phrases. To sing and play an untuned percussion, creating a musical conversation. Use graphic symbols and stick notation - keep records of compositions. Use music technology to capture, change and combine sounds.</p> <p>Musicianship: Pulse/beat: Mark the beat through clapping and tapping. Recognise tempo and tempo changes. Walk in time to a piece of music/song. Recognise tempo as well as change in tempo. Understand that the speed of the beat can change, creating a faster or slower pace.</p> <p>Rhythm: Play copycat rhymes, copying a leader, invent rhythms for others to copy on untuned percussion. Read, respond, create and perform to chanted rhythm patterns. Represent them with stick notation.</p> <p>Pitch: Respond independently to pitch changes, heard in short modolic phrases.</p> <p>Christmas Songs</p>	<p>Singing Continue to sing a broad range of unisons with the range of an octave (do-do), pitching the voice accurately and following directions for getting louder and quieter Perform a range of songs as part of the whole school</p> <p>Listening Develop knowledge and understanding of music from around the world. Listen to recorded performances, experience live music making in and out of school</p> <p>Composing: Improvise Improvise on a limited range of pitches on an instrument. Making use of musical features including smooth (Legato) and detached (staccato).</p> <p>Compose: Compose Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instrument being learnt. Sing and play these phrases as self-standing compositions. Arrange individual notation cards of known note values (i.e. minim crotchet, crotchet rest and paired quavers) to create sequences of two, three or four beat phrases arranged into bars. Explore developing knowledge of musical components by composing music to create a specific mood. Introduce major and minor chords. Include instruments played in whole class/group/individual teaching to expand the scope and range of the sound palette available for compositional work. Capture and record creative ideas using any of - graphic symbols, rhythm notation and time signatures, staff notation, technology.</p> <p>Performing: Instrumental Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).</p> <p>Performing: Reading of notation Introduce and understand the differences between minims, crochets, paired quavers and rests. Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble</p> <p>Christmas Songs</p>



<p>Sing Up Reference</p>	<p>Year One Term 2 - <i>Football, The Sea: 'Dawn' from Sea Interludes, Musical Conversations, Who Stole my Chickens and my Hens?</i></p>	<p>Year Five Term 2 - <i>Madina Tun Nabi, Wpoca, Building a Groove, Three Little Birds</i></p>
<p>Terms 3/4</p>	<p>Singing: Sing simple chants and rhymes together Listening: Listen to recorded performances. Experience live music making. Composing: Improve simple vocal chants using question-and-answer phrases. Create simple sound effects and short sequences of sound. Understand the difference between rhythm and pitch patterns. Begin to recognise graphic notation. Invent, retain, and recall rhythm and pitch patterns. Use music technology to capture, change, and combine sounds Musicianship: Pulse and Beat Walk, move or clap a steady beat. Use body percussion to play repeated patterns. Respond to the pulse in music Rhythm -Perform short copycat rhythm patterns accurately. Perform short repeating rhythm patterns while keeping in time with a steady beat. Perform word pattern chants. Pitch - Sing familiar songs in low and high voices and talk about the difference in sound. Compare high and low sounds, sing familiar songs in low and high voices. Explore percussion sounds to explore storytelling. Follow pictures and symbols to guide singing and playing.</p>	<p>Singing Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style. Sing three-part rounds, partner songs and songs with a verse and a chorus Perform a range of songs with the whole school Listening Develop knowledge and understanding of music from around the world. Listen to recorded performances, experience live music making in and out of school Composing: Improve Improvise freely over a drone, developing a sense of shape and character, using tuned percussion and melodic instruments. Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics. Compose: Compose Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology Performing: Instrumental Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave. Understand how triads are formed and play them on tuned percussion, melodic instruments, or keyboards. Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles. Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. Performing: Reading of notation. Understand the differences between 2/4, 3/4, and 4/4 time signatures. Read and perform pitch notation within an octave (e.g. C-C'/do-do').</p>
<p>Sing Up Reference</p>	<p>Year Two Term 3 - <i>Tanczomy Labada, Listen 3, Compose 3, The Rockpool Rock</i></p>	<p>Year Six Term 3 - <i>Ame Sau Vala Tara Bal, Listen 3, Compose 3, Nobody Knows (The Lumineers)</i></p>
<p>Term 5/6</p>	<p>SING UP CURRICULUM TO BE UPDATED END OF April 2022 TERM 5 END OF MAY TERM 6</p> <p>Whole School Performance</p>	<p>SING UP CURRICULUM TO BE UPDATED END OF April 2022 TERM 5 END OF MAY TERM 6</p> <p>Whole School Performance</p>



Hemington School Music Overview 2024-25

Year C	Nightingale Infant Class KS1	Brunel Junior Class KS2
<p>Sing Up Reference</p>	<p>Year One Term 1 - <i>Menu Song, Colonel Hathi's March, Magical Musical Aquarium, The King is in the Castle</i></p>	<p>Year Five Term 1 - <i>What Shall We Do with the Drunken Sailor, Why We Sing, Keep the Home Fires Burning, Songwriting</i></p>
<p>Terms 1/2</p>	<p>Singing: Sing simple chants and rhymes together Listening: Listen to recorded performances. Experience Live Music Making Composing: Create simple sound effects and short sequences of sound. Invent, retain and recall rhythm and pitch patterns. Begin to recognise graphic notation. Musicianship: Pulse and Beat Walk, move or clap a steady beat. Use body percussion to play repeated patterns. Respond to the pulse in music Rhythm - Perform word pattern chants. Pitch - Compare high and low sounds, sing familiar songs in low and high voices. Explore percussion sounds to explore storytelling. Follow pictures and symbols to guide singing and playing. Christmas Songs</p>	<p>Singing Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style. Sing three-part rounds, partner songs and songs with a verse and a chorus Perform a range of songs with the whole school Listening Develop knowledge and understanding of music from around the world. Listen to recorded performances, Experience live music making in and out of school. Composing: Improvise Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with a wider range of dynamics. Compose: Compose Compose melodies made from pairs of phrases in either C major or A minor, or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. Working in pairs, compose a short ternary piece, or another musical structure. Use chords to compose music to evoke a specific atmosphere, mood or environment. Or create music to accompany a silent film, play or book. Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology Performing: Instrumental Play melodies on tuned percussion, melodic instruments or keyboards. Follow staff notation written on one staff and using notes within the Middle C-C/do-do range. Whole class leading to small group performance. Understand how triads are formed and play them on tuned percussion, melodic instruments or keyboards. Perform simple chordal accompaniments to familiar songs. Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles.</p>



		<p>Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</p> <p>Performing: Reading of notation Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</p> <p>Read and perform pitch notation within an octave. Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations</p>
<p>Sing Up Reference</p>	<p>Year Two Term 2 - <i>Grandma Rap, Orawa, Musical Conversations, Minibeasts</i></p>	<p>Year Six Term 2 - <i>Dona Nobis Pacem, You to me are Everything, Building a Groove, Ain't Gonna Let Nobody</i></p>
<p>Terms 3/4</p>	<p>Singing: Sing songs regularly with a pitch range of do-so (e.g. C-G) with increasing vocal control. Sing songs with a small pitch range, pitching accurately</p> <p>Listening: Listen to recorded performances. Experience live music making.</p> <p>Composing: Partner work to improvise simple question and answer phrases. Use music technology to capture, change and combine sounds.</p> <p>Musicianship: Pulse and beat - understand the speed of beat can change. Mark the beat of a listening piece by tapping or clapping. Recognise tempo. Walk in time to a beat. Begin to group beats in twos/threes. Rhyme - Play copycat rhymes. Create rhythms using word phrases. Read, respond, create and perform chanted rhythm patterns. Represent them with stick notation. Pitch: Play a range of singing games based on the cuckoo interval (so-mi) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument, or backing track. Sing short phrases independently within a singing game or short song. Respond independently to pitch changes heard in short melodic phrases.</p>	<p>Singing Sing a broad range of songs, including syncopated rhythms, as part of a choir, with ensemble and performance. Observing rhythm, phrasing, accurate pitching and appropriate style.</p> <p>Sing three/four-part rounds or partner songs, experiment with positioning the singer randomly. To develop greater listening skills, balance between parts and vocal independence. Perform a range of songs as a choir in school assemblies, school performance opportunities, and to a wider audience</p> <p>Listening Develop knowledge and understanding from music around the world. Listen to recorded performances. Experience live music making.</p> <p>Composing: Improve Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape</p> <p>Compose: Compose Compose melodies from pairs of phrases in either G major or E minor or a key for the instrument chosen. Melodies can be enhanced with rhythmic or chordal accompaniment. Compose a ternary piece or another musical structure using music software to create and record it.</p> <p>Performing: Instrumental Accompany this same melody, and others, using block chords or a bass line. Engage with others through ensemble playing with pupils taking on melody or accompaniment roles. Accompaniment could be chords or a single note bass line.</p> <p>Performing: Reading of notation.</p>



Sing Up Reference	Year One Term 3 - <i>Come Dance with Me, Nautilus, Compose 3, As I was Walking Down the Street</i>	Year Three Term 3 - <i>Instruments: Fly With the Stars, Compose 3, Four White Horses</i>
Term 5/6	SING UP CURRICULUM TO BE UPDATED END OF April 2022 TERM 5 END OF MAY TERM 6 Whole School Performance	SING UP CURRICULUM TO BE UPDATED END OF April 2022 TERM 5 END OF MAY TERM 6 Whole School Performance



Hemington School Music Overview 2021-22

Year D	Nightingale Infant Class	Brunel Junior Class
Terms 1/2	Year 2 Term 1 - <i>Tony Chestnut, Carnival of the Animals, Creepy Castle, Magical Musical Aquarium</i>	Year 6 Term 1 - <i>Hey Mr Miller, Shadows, Touch the Sky, Songwriting</i>
	<p>Singing: Sing songs with a small pitch range, pitching accurately. Know the meaning of dynamics and tempo - follow the leader's direction and visual symbols.</p> <p>Listening: Experience live music making in and out of school. Listened to recorded performances.</p> <p>Composing: Work with a partner to improve simple question and answer phrases. To sing and play an untuned percussion, creating a musical conversation. Use graphic symbols and stick notation - keep records of compositions. Use music technology to capture, change and combine sounds.</p> <p>Musicianship: Pulse/beat: Mark the beat through clapping and tapping. Recognise tempo and tempo changes. Walk in time to a piece of music/song. Recognise tempo as well as change in tempo. Understand that the speed of the beat can change, creating a faster or slower pace.</p> <p>Rhythm: Play copycat rhymes, copying a leader, invent rhythms for others to copy on untuned percussion. Read, respond, create and perform to chanted rhythm patterns. Represent them with stick notation.</p> <p>Pitch: Respond independently to pitch changes, heard in short modalic phrases.</p> <p>Christmas Songs</p>	<p>Singing Sing a broad range of songs, including syncopated rhythms, as part of a choir, with ensemble and performance. Observing rhythm, phrasing, accurate pitching and appropriate style. Sing three/four-part rounds or partner songs, experiment with positioning the singer randomly. To develop greater listening skills, balance between parts and vocal independence. Perform a range of songs as a choir.</p> <p>Listening Develop knowledge and understanding from music around the world. Listen to recorded performances. Experience live music making.</p> <p>Composing: Improvise Extend improvisation skills through small group work. Create music with multiple sections with repetition and contrast. Use chord changes as part of an improvised sequence.</p> <p>Compose: Compose Compose melodies from pairs of phrases in either G major or E minor. Or a key for the instrument chosen. Melodies can be enhanced with rhythmic or chordal accompaniment. Compose a ternary piece or another musical structure using music software to create and record it.</p> <p>Performing: Instrumental Accompany melody using block chords or a bass line, use a range of keyboard/tuned percussion or computer software. Engage with others through ensemble playing with pupils taking on melody or accompaniment roles. Accompaniment could be chords or a single note bass line.</p> <p>Performing: Reading of notation. <i>Not this term</i></p>
Terms 3/4	Year 1 Term 2 - <i>Football, The Sea: 'Dawn' from Sea Interludes, Musical Conversations, Who Stole my Chickens and my Hens?</i>	Year 3 Term 2 - <i>Instruments: Latin Dance, March from 'The Nutcracker', From a Railway Carriage</i>



	<p>Singing: Sing simple chants and rhymes together Listening: Listen to recorded performances. Experience live music making. Composing: Improve simple vocal chants using question-and-answer phrases. Create simple sound effects and short sequences of sound. Understand the difference between rhythm and pitch patterns. Begin to recognise graphic notation. Invent, retain, and recall rhythm and pitch patterns. Use music technology to capture, change, and combine sounds. Use music technology to capture, change, and combine sounds Musicianship: Pulse and Beat Walk, move or clap a steady beat. Use body percussion to play repeated patterns. Respond to the pulse in music Rhythm -Perform short copycat rhythm patterns accurately. Perform short repeating rhythm patterns while keeping in time with a steady beat. Perform word pattern chants. Pitch - Sing familiar songs in low and high voices and talk about the difference in sound. Compare high and low sounds, sing familiar songs in low and high voices. Explore percussion sounds to explore storytelling. Follow pictures and symbols to guide singing and playing.</p>	<p>Singing: Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Listening Develop knowledge and understanding from music around the world. Listen to recorded performances/experience live music making. Composing: Improve Become more skilled in improving. (Voices, tuned and untuned percussion, and instruments). Inventing short on the spot responses using a limited note range. Structure musical ideas (e.g. using echo or question-and-answer phrases) to create music that has a beginning, middle, and end. Compose: Compose <i>Not this term</i> Performing: Instrumental Develop facility in laying tuned percussion or a melodic instrument. Play and perform melodies following staff notation using a small range. Performing: Reading of notation. Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. Introduce and understand the differences between crotchets and paired quavers.</p>
<p>Term 5/6</p>	<p>Year 2 Term 3 - <i>Tanczmy Labada, Listen 3, Compose 3, The Rockpool Rock</i></p>	<p>Year 4 Term 3 - <i>Instruments: Favourite Song, Compose 3, Tango</i></p>
	<p>SING UP CURRICULUM TO BE UPDATED END OF April 2022 TERM 5 END OF MAY TERM 6</p> <p>Whole School Performance</p>	<p>SING UP CURRICULUM TO BE UPDATED END OF April 2022 TERM 5 END OF MAY TERM 6</p> <p>Whole School Performance</p>